

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Date of Policy: Autumn 2018

Review Date: Autumn 2020

Mission Statement

'Where children are valued and success is recognised'

GUIDING PRINCIPLES

All our pupils have the right to an education which is appropriate to them as individuals. Therefore it is our aim to minimise the difficulties that pupils will experience. We aim to achieve this by adopting three principles that are essential to developing a more inclusive curriculum.

Aims for inclusion:

- *Setting suitable learning challenges* - We aim to give every pupil the opportunity to experience success in learning and to achieve their full potential
- *Responding to pupils' diverse learning needs* - We take into account the differences which influence the ways in which pupils learn
- *Overcoming potential barriers to learning and assessment for individuals and groups of pupils* - We recognise that a minority of pupils will have particular learning and assessment requirements, which can create barriers to learning if we do not address them through special arrangements and on-going assessments.

In making provision for pupils with special educational needs and disabilities our policy objectives are:

- to ensure that our duties, as set out in the Equality Act 2010, are fully met to enable pupils with special educational needs and disabilities to join in the normal activities of the school along with pupils who do not have special educational needs;
- to ensure that our duties, as set out in the Children and Families Act 2014, are fully met to provide all necessary provision
- to ensure the school has an Accessibility Plan in line with statutory guidelines;
- to ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs;
- to identify the needs of pupils with disabilities and/or special educational needs (SEN) as early as possible;
- to use our resources as efficiently and equitably as possible when assessing and meeting the special educational needs of our pupils;
- to provide a graduated approach in order to match educational provision to pupils' needs;
- to develop a partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children;

- to take into account the ascertainable wishes of the children and young people concerned and involve them in decision making in order to provide more effectively for them;
- to make reasonable adjustments to enable children and young people with disabilities to access the whole school curriculum, including school trips and out of school hours activities and learning;
- to ensure effective collaboration with Local Authority (LA) services, health services and social care in order to ensure effective action on behalf of pupils with special educational needs and disabilities;
- to ensure that all staff are aware of their responsibilities towards children and young people with special educational needs and are able to exercise them;
- to carry out the above promptly and with sensitivity in order to avoid embarrassment or further disadvantage to the children and young people we are seeking to help.

ROLES AND RESPONSIBILITIES

In attempting to achieve the above objectives, Governors, Headteacher and staff will take all reasonable steps within the limit of the resources available to fulfill the requirements outlined in this policy document.

The Governors will:

- fulfill their statutory duties towards pupils with special educational needs as prescribed in sections 66 to 69 of the Children and Families Act 2014
- develop and monitor the school's SEN policy, SEN information report and Accessibility Plan and ensure provision is an integral part of the school development plan
- with the SEN Governor or Committee of Governors taking the lead, will be knowledgeable about the school's SEN provision, including how funding, equipment and personnel are deployed
- monitor the quality of SEN provision
- ensure all staff are appropriately trained and qualified

The Head Teacher:

- has overall responsibility for the day to day management of SEN provision and the implementation of the Accessibility Plan.
- will work closely with the school's SENCO
- will keep the governing body fully informed about the working of this policy, taking account of the requirements listed by OFSTED in the Handbook for the Inspection of Schools.
- ensure all members of staff to participate in training to meet the objectives of this policy
- ensure the SENCO achieves the statutory requirements for the performance of their duties

The SENCO

- has to be a qualified teacher
- meet the statutory standards for practice including those necessary to ensure full accreditation.
- will be responsible for the day-to-day operation of this policy; coordinating provision for pupils with SEN by working closely with staff, parents/carers and other agencies;

providing professional guidance to colleagues with the aim of securing high quality teaching;

- monitoring the quality of teaching and standards of pupils' achievement, and by setting targets for improvement;
- collaborating with curriculum coordinators to ensure learning for all children is given equal priority; ensuring that proper records are kept; contributing to the in-service training of staff; using available resources to maximum effect.

All staff should be fully aware of the contents of this policy and, in particular, of the procedures described below. Appropriate in-service training will be made available.

The Responsible Person

The school has informed the LA that, when the LA conclude that a pupil at the school requires an Education, Health and Care Plan, they should inform the Headteacher

ADMISSIONS

The school aims to meet the needs of any pupil whom the parent wishes to register at the school as long as a place is available and the admission criteria are fulfilled. This includes pupils with disabilities who we anticipate might attend. No pupil can be refused admission solely on the grounds that s/he has SEN except where the pupil is the subject of an Education, Health and Care Plan under the Children and Families Act 2014 and the Local Authority has indicated that the provision required is incompatible with that available at our school.

Where a pupil due for admission is known to have special educational needs the SENCO will gather appropriate information from any school the pupil has been attending and from other agencies known to have been involved. The donating school is responsible for providing this information.

RESOURCES

When the governing body approves the school's budget, consideration will be given to the resources allocated to meeting special educational needs. The Head Teacher will manage the allocated funds and will ensure that the best use is made of these resources.

STAGES OF INTERVENTION AND PROVISION

Access to the school's broad and balanced curriculum is achieved for pupils by differentiation of work by teachers through Quality First teaching. Pupils falling just below national expectations will usually benefit from catch-up programmes. When a pupil is consistently and significantly falling behind normal expectations, interventions will be implemented (SEN Support).

SEN Support

This follows an ASSESS, PLAN, DO, REVIEW model of graduated intervention.

An important feature of SEN Support is the collection of all known information about the pupil and that those in regular daily contact with the pupil should attempt to deal with the concerns raised. When a teacher or SENCO identifies a pupil with special educational needs they will provide interventions 'ADDITIONAL TO' or 'DIFFERENT FROM' those provided as part of the school's usual differentiated curriculum offer. Consideration will be given when setting homework that it is also differentiated according to the pupil's speed of working. The triggers for intervention will be concerns about the individual pupil who, despite receiving differentiated learning opportunities;

- makes little or no progress;
- shows signs of difficulty in developing literacy and numeracy skills that result in significantly poor attainment in line with Borough Guidance;
- persistent emotional difficulties, which continue despite management techniques generally used in the school;
- has significant sensory or physical problems that impact on their ability to learn;
- has communication and/or relationship difficulties which continue despite differentiated approaches to the curriculum

The parents/carers of the pupil will be informed as soon as concerns emerge and will be consulted and the views of the pupil sought;

All information about the pupil from within the school, together with any additional information from the parents will be considered;

The SENCO will undertake further assessment of the pupil as appropriate and may use outside specialists to enhance the provision being made;

The SENCO will facilitate the collection of all available information about the pupil. Information will be collected from

- Within the school;
- Progress tracking information;
- Parents/carers and the pupil

The SENCO will take the lead in planning future support for the pupil, monitoring and reviewing the action taken.

The pupil's teachers will be responsible for working with the pupil on a daily basis and for planning and delivering an individualised programme.

The SENCO will co-ordinate the planning of a Pupil Passport (PP) and set targets in discussion with appropriate staff, the child and parents

All staff will be involved in providing further help to pupils.

The PP will be discussed with the pupil and parents.

The PP will be reviewed on a termly basis.

The pupil and parents will take part in the review process and will be involved in setting further targets. Subsequent PPs will reflect strategies to meet their needs and show a

graduated response to those needs

A request for additional advice from external services may be made at this stage. It is anticipated the decision to seek further advice will be taken by the SENCO in consultation with teaching staff, parents and pupil.

Specialist assessment arrangements may need to be made and the Child & Community Psychology Service involved at this time.

Progress may be such that the pupil is no longer giving cause for concern and can revert to being subject to the usual differentiated curriculum (available to all pupils)

If the pupil or young person:

- continues to make little or no progress in specific areas over a long period of time
- continues working at National Curriculum end of year expectations substantially below that expected of pupils of a similar age
- continues to have difficulty in developing literacy and numeracy skills
- has emotional difficulties, which substantially and regularly interfere with their learning, or that of the class, despite having an individualised management programme
- has sensory and/or physical needs, and requires additional specialist equipment, and/or regular advisory visits from an outside agency
- has ongoing communication or relationship difficulties, which impedes social development and acts as a barrier to learning
- is receiving at least £6000 of support (financial guidance by the Local Authority) and any pupil premium to which they are entitled then a statutory assessment may be sought from the Local Authority

then the school may make a request for a statutory assessment.

School Request for a Statutory Assessment

The SENCO will again take a leading role and will provide information including:

- the school's action through Assess, Plan, Do, Review cycles;
- individual progress plans for the pupil;
- records of regular reviews for at least a twelve month period;
- provision maps;
- the pupil's health, including a medical history, where relevant;
- tracking of progress in National Curriculum end of year expectations;
- attainments in literacy and numeracy;
- educational assessments from an advisory specialist support teacher or educational psychologist;
- views of the parent and child;
- involvement of other professionals;
- involvement of the social services or education welfare services;
- pupil attendance details;
- recent hearing and vision checks;

Where there is agreement to proceed, the LA will take the lead in assessing and determining the provision that must be made to meet the pupil's special educational needs. The school's role here is to continue to support the pupil and this remains the case if the LA decides not to draw up an Education, Health and Care Plan following an assessment.

Education, Health and Care Plan

If the LA does draw up an Education, Health and Care Plan then the school's role is as follows:

- 1) The Head teacher/SENCO will implement the recommendations;
- 2) Short-term targets will be set and reviewed at least three times a year. The strategies to meet those targets will record only that which is 'ADDITIONAL TO' or 'DIFFERENT FROM' the differentiated curriculum;
- 3) Progress will be formally reviewed by holding an annual review meeting.
- 4) The SENCO will seek:
 - written advice from parents and professionals;
 - ascertain the views of the pupil;
 - convene the review meeting;
 - prepare a review report for the LA;
- 5) Those to be invited at least two weeks before the meeting are:
 - the pupil's parent/carer;
 - relevant teacher/s
 - representative of the LA;
 - the pupil (where appropriate)
 - where appropriate representatives of health and social services, other professionals closely involved.
- 6) The review report will be copied to parents, LA and other relevant professionals no later than 10 days after the meeting or at the end of term, whichever is the earliest.

The Annual Review in Years Five and Six

The annual review in Year Five should be held no later than the end of the spring term. The review should suggest amendments to the pupil's Education, Health and Care Plan if required. The Plan, once amended, will be used to inform the consultation for secondary schools in the following autumn term. Following this review planning for the transfer to secondary school will be undertaken. Part of this process will be arranging the Year Six annual review in the spring term or as early as possible thereafter, to which the SENCO or their representative from the receiving secondary review will be invited. This must be a person centred review and a one page profile written to go with the pupil to secondary school.

INCLUSION

We are fully committed to the principle of inclusion and the good practice, which makes it possible. Our policy, as set out in this document, will enable pupils with SEN to be an integral part of our school community.

Regardless of the stage pupils have reached all pupils will be given full access to the full range of activities the school has to offer. This will be achieved by careful consideration of

the needs of each pupil and by either modifying activities or by providing support that will help the pupil to participate in them. Pupils will only be withdrawn when:

- 1) They will benefit from some intensive individual work on a cross curricular skill
- 2) It is clearly inappropriate, or medical advice indicates that it is unsafe for the pupil to participate and some alternative has been arranged.

INVOLVING PUPILS AND PARENTS/CARERS

The views of parents will be sought at all stages of assessment and provision. The views of the pupil will be ascertained and the pupil will be directly involved in the process. All communication involving decisions about a pupil will be recorded and dated.

Staff will try to encourage parents of pupils with SEN to work with the school in helping their child. Parents and teachers can, by working together, build up a more complete picture of a pupil and his/her needs. We intend that parents will feel able to ask about our provision and express their concerns to us. In return we will seek their help regarding work that they can do with their child at home.

Records will be kept of all who are parents and/or have parental responsibility for each pupil. When this involves adults in more than one household we will deal directly with the parent who has day to day responsibility for the pupil. We will seek to involve all parents and those who have parental responsibility in decisions about their child or young person, while appreciating sensitivities that may arise.

PARENT PARTNERSHIP SERVICES

The LA has made arrangements to provide impartial information and advice on SEN matters to the parents/carers of pupils with special educational needs and disabilities. The overall aim of the service is to empower parents to play an active and informed role in their child's education. They provide a range of useful information booklets, which are available in school or directly from the service on their website www.havering.gov.uk/pips. Parents will be informed of the availability of this service, which includes access to an independent parent supporter. In Havering this is done through the Parent Partnership Co-ordinator. Details of the service and contact information is available from the Parent Partnership Service.

LEAVING SCHOOL

When a pupil leaves the school, the SENCO will forward relevant information about the pupil's needs to the next placement. Where a pupil is moving to another local school or college this will be achieved, wherever possible, by inviting a representative to the last review meeting that is held under the staged procedures described above.

WORKING WITH OUTSIDE AGENCIES

The Headteacher, or a person nominated by the Headteacher, which could be the SENCO, will oversee and liaise with Health Services, Social Care and other relevant professionals working with pupils in the school. Health Care planning will follow the protocol agreed by

Health and Education. The Headteacher, or nominated person, will ensure that staff have relevant training and there are procedures in place to support pupils.

MONITORING AND EVALUATION

Governors will monitor:

- The standards and progress made by pupils with special educational needs and disabilities;
- The number of pupils at SEN Support and those with Education, Health and Care Plans in each year group;
- The movement of pupils on SEN Support and Education, Health and Care Plans across the categories as recorded on the school's provision map;
- The level and pattern of help provided at each stage (i.e. average time allocated and the balance of in-class and withdrawal help) as evidenced in the provision map

SEN INFORMATION REPORT

The school will **publish an annual SEN report** on its website containing the information required by the Special Educational Needs (Information) Regulations 2014. This will include information on where the Local Offer can be found at www.haverling.gov.uk/directory

This policy was agreed by Governors on 4th October 2018